



## MYRTLE BEACH HIGH

3302 Robert Grissom  
Myrtle Beach, SC 29577

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,239 Students	
<b>Principal</b>	Nona Kerr	843-448-7149
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Below Average</b>
2010	Good	Average
2009	Average	At-Risk
2008	Excellent	Excellent
2007	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
11	9	21	1	1

\* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	81.6%	80.6%	85.4%	76.0%	78.7%	77.3%
Passed 1 subtest (%)	10.0%	10.6%	9.3%	13.0%	11.4%	13.1%
Passed no subtests (%)	8.5%	8.7%	5.3%	11.1%	10.2%	10.1%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	94.8%	90.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	357	384	269	295
Number of Graduates in Cohort	256	294	191	203
Rate	71.7%	76.6%	71.6%	71.0%

\*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	357	N/A	289
Number of Graduates in Cohort	N/A	257	N/A	203
Rate	N/A	72.0%	N/A	69.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	69.1%	76.2%
English 1	63.9%	63.6%
Biology 1/Applied Biology 2	72.4%	65.9%
Physical Science	63.2%	54.5%
US History and the Constitution	47.0%	45.2%
All Tests	62.9%	61.3%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=1,239)</b>				
Retention rate	2.9%	Up from 2.5%	3.8%	3.4%
Attendance rate	93.5%	Down from 95.8%	95.1%	95.0%
Served by gifted and talented program	27.9%	Down from 30.1%	13.9%	12.4%
With disabilities other than speech	10.6%	Down from 13.0%	10.9%	9.9%
Older than usual for grade	6.2%	Down from 9.2%	7.3%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.1%	0.9%	0.9%
Enrolled in AP/IB programs	11.7%	Down from 19.6%	13.6%	13.0%
Successful on AP/IB exams	44.5%	Down from 66.1%	51.7%	51.7%
Eligible for LIFE Scholarship	35.0%	Up from 25.9%	30.1%	30.1%
Annual dropout rate	2.9%	Down from 4.2%	2.9%	2.5%
Career/technology students in co-curricular organizations	8.1%	Down from 9.0%	1.7%	2.9%
Enrollment in career/technology courses	661	Up from 647	366	419
Students participating in work-based experiences	4.9%	Up from 2.7%	11.9%	7.2%
Career/technology students attaining technical skills	84.7%	Up from 81.7%	81.2%	83.0%
Career/technology completers placed	97.3%	Up from 96.6%	98.1%	98.4%
<b>Teachers (n=67)</b>				
Teachers with advanced degrees	49.3%	Up from 47.9%	60.3%	61.1%
Continuing contract teachers	86.6%	Up from 80.3%	84.1%	80.6%
Teachers returning from previous year	84.5%	Up from 83.3%	87.9%	86.5%
Teacher attendance rate	94.9%	Up from 94.5%	95.5%	95.5%
Average teacher salary*	\$49,280	Down 2.7%	\$46,515	\$46,884
Professional development days/teacher	14.1 days	Down from 14.8 days	10.8 days	10.0 days
<b>School</b>				
Principal's years at school	8.5	Up from 7.5	4.0	4.0
Student-teacher ratio in core subjects	33.3 to 1	Up from 31.6 to 1	27.7 to 1	26.5 to 1
Prime instructional time	86.1%	Down from 87.7%	89.7%	89.3%
Dollars spent per pupil**	\$8,274	Down 5.5%	\$7,377	\$7,804
Percent of expenditures for teacher salaries**	55.4%	Up from 54.7%	57.0%	58.0%
Percent of expenditures for instruction**	59.4%	Down from 60.1%	60.4%	60.6%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.2%	Down from 100.0%	97.3%	97.3%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	290	94.8%	1368	62.9%	357	71.7%	No
Gender							
Male	155	95.5%	715	63.5%	199	64.8%	N/A
Female	135	94.1%	618	63.3%	158	80.4%	N/A
Racial/Ethnic Group							
White	184	97.8%	768	74.1%	220	76.4%	N/A
African American	72	91.7%	361	48.2%	83	63.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	12	91.7%	N/A
Hispanic	22	90.9%	190	47.9%	35	60.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	39	79.5%	111	43.2%	29	65.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	24	79.2%	169	42.0%	21	71.4%	N/A
Socio-Economic Status							
Subsidized meals	148	90.5%	880	55.7%	190	60.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## Report of Principal and School Improvement Council

MBHS is excited to share with you the School Report Card that provides the progress made by our school. More than 65% of our graduating class maintained a 3.0 GPA and were offered more than 9.5 million dollars in scholarships. We continue to emphasize increasing student achievement and attendance while reducing retained students, drop-outs, and discipline referrals. We believe that these are just a few of the indicators of OUR District, school, and community commitment to excellence.

Project-Based Learning (PBL) was a new initiative in the 9th and 10th grade. The program is a one to one computer-based program designed to hold the student accountable for the learning and the teacher as a facilitator and coach. Over 125 students were served with over 40 projects completed that were tied to curriculum standards. 21st century learning skills were addressed in all classrooms and growth was noted in teamwork, collaboration, and higher order thinking skills.

MBHS continues to use data to assist with scheduling. Our curriculum specialist and teachers utilized creative scheduling throughout the year for student academic support. Our teachers continue to give a minimum of one hour per week for tutorial services and after-school attendance make-up is offered for students needing to complete missed instructional time. Workshops were offered for SAT, ACT, and EOC throughout the year by staff members. Students were also able to use an on-line SAT tutorial program both at school and at home.

Extracurricular activities are an integral part of student growth. A variety of clubs and organizations exist at MBHS including Student Government, Model UN, Academic Team, NJROTC Drill Team and Color Guard, Key Club, National Honor Society, and Beta Club. Our fine arts program represents approximately 25% of our student body in the areas of band, chorus, art, and orchestra. Our varsity athletic teams continue to be strong competitors in all areas and brought home 2 State Championships in football and girls basketball, and 1 individual State champions in girls track.

School-community partnerships continue to be a strength at MBHS. Our School Improvement Council, PTSO, and Parent Volunteers play a vital role in our strategic planning. The Local Advisory Board and the MB Educational Foundation provide input concerning academic performance, parent involvement, and school-community relations. Our school clubs and organizations are actively involved in community service projects to ensure a constant connection between school and community.

We thank you for your support and for helping us in teach our students to lead by example...especially when no one is looking!

Nona Kerr, Principal  
Susan MacDonald, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	182	56
Percent satisfied with learning environment	84.5%	73.1%	86.8%
Percent satisfied with social and physical environment	93.1%	80.7%	72.2%
Percent satisfied with school-home relations	69.0%	82.5%	76.4%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress No

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	291	98.6	9.2	23.9	26.7	40.2	74.1	73.4	68.0	Yes	Yes
Male	145	98.6	9.5	25.4	29.4	35.7	75.4	69.7	63.1	N/A	N/A
Female	146	98.6	8.8	22.4	24.0	44.8	72.8	77.3	73.1	N/A	N/A
White	175	98.9	5.1	14.7	23.7	56.4	84.6	81.0	79.4	Yes	Yes
African American	69	100.0	14.3	39.7	36.5	9.5	58.7	53.7	51.7	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Hispanic	35	100.0	22.2	44.4	14.8	18.5	44.4	55.8	62.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	64.3	66.4	I/S	I/S
Disabled	31	96.8	34.6	46.2	19.2	N/A	23.1	33.2	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	37	97.3	28.0	48.0	20.0	4.0	36.0	30.7	45.1	I/S	I/S
Subsidized meals	173	99.4	14.9	33.3	30.5	21.3	60.3	64.5	54.7	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	291	98.6	11.2	25.1	29.1	34.7	71.3	69.9	62.3	Yes	Yes
Male	145	98.6	11.9	19.0	31.0	38.1	73.0	69.4	61.4	N/A	N/A
Female	146	98.6	10.4	31.2	27.2	31.2	69.6	70.3	63.2	N/A	N/A
White	175	98.9	6.4	16.7	32.1	44.9	84.0	77.1	75.3	Yes	Yes
African American	69	100.0	14.3	47.6	23.8	14.3	47.6	47.9	42.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	84.6	84.3	I/S	I/S
Hispanic	35	100.0	33.3	22.2	25.9	18.5	51.9	61.2	59.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	78.6	64.1	I/S	I/S
Disabled	31	96.8	38.5	34.6	23.1	3.8	34.6	27.1	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	37	97.3	40.0	32.0	24.0	4.0	36.0	38.7	47.1	I/S	I/S
Subsidized meals	173	99.4	16.3	34.0	29.1	20.6	58.2	61.3	48.5	No	Yes

**Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)**

All Students	291	91.8	42.3	12.4	11.2	34.1	45.3	N/A	N/A	N/A	N/A
Male	145	89.0	35.7	10.9	14.0	39.5	53.5	N/A	N/A	N/A	N/A
Female	146	94.5	48.6	13.8	8.7	29.0	37.7	N/A	N/A	N/A	N/A
White	175	95.4	26.3	13.2	14.4	46.1	60.5	N/A	N/A	N/A	N/A
African American	69	91.3	74.6	11.1	6.3	7.9	14.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A	N/A
Hispanic	35	82.9	65.5	13.8	6.9	13.8	20.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	31	58.1	72.2	22.2	5.6	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	37	75.7	85.7	7.1	3.6	3.6	7.1	N/A	N/A	N/A	N/A
Subsidized meals	173	88.4	57.5	13.7	9.8	19.0	28.8	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	311	100.0	12.9	32.1	29.6	25.4	67.6	68.2	65.9
	2011	291	98.6	9.2	23.9	26.7	40.2	74.1	73.4	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	311	99.7	11.2	31.1	28.3	29.4	72.4	68.1	62.3
	2011	291	98.6	11.2	25.1	29.1	34.7	71.3	69.9	62.3

\* Adjusted to account for natural variation in performance.